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Report by Subcommittee  
Appointed by Liaison Committee of California State  
Board of Education on Emergency Needs of  
California for Higher Education

MEMBERS OF THE COMMITTEE

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**EMERGENCY NEEDS OF CALIFORNIA FOR HIGHER EDUCATION**

A Report by the Subcommittee Appointed by the Liaison Committee

SACRAMENTO, CALIFORNIA, May 7, 1947

*The Liaison Committee of the  
California State Board of Education,  
and the Board of Regents of the  
University of California*

GENTLEMEN: Herewith is the report of the subcommittee appointed to investigate the emergency needs of California for higher education, including such as may exist in Los Angeles County and Sacramento County.

Respectfully submitted.

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**Authorization of Investigation**

In 1945-46, the California Legislature directed the State Board of Education and Regents of the University of California to investigate the need of the City of Sacramento, and the immediate area, for a four-year collegiate institution and report the results of the investigation to the Legislature in January, 1947. The Board of Education and Regents appointed a Liaison Committee, consisting of the Superintendent of Public Instruction and members of the State Board of Education, and the president of the university and members of the regents. The Liaison Committee appointed a subcommittee of five members who investigated conditions and reported to the Liaison Committee. A recommendation was made to the Legislature that no additional four-year colleges be established until a survey of the needs of the entire State could be canvassed. Assembly Bill No. 2273 was introduced authorizing and directing the State Department of Education of California and the Regents of the University of California to make a joint survey of the "organization of publicly supported higher education in the State and need for additional publicly supported higher education facilities in the State."

The bill further provided that "As a part of the survey the State Department of Education and the Regents of the University of California shall investigate the emergency needs of the State for higher education, including such as may exist in Los Angeles County and in Sacramento County, and report on such emergency needs, with recommendations, to the Legislature not later than May 15, 1947." The sum of \$50,000 was appropriated to carry out the purposes of the act. Assembly Bill No. 2273 has become law.

The subcommittee of five, appointed by the Liaison Committee to investigate conditions in Sacramento, was directed to study the emergency needs of the State. This report contains the findings of the investigation.

#### Ability of Junior Colleges and Colleges to Accommodate Freshmen

One of the first steps in the investigation of emergency conditions was to determine whether or not students who desire to enter the first year of college are being prevented, or will be prevented, from doing so by crowded conditions in the junior colleges, state colleges, and other four-year colleges and universities. Inquiries were, therefore, made of the higher education institutions of the State, including the junior colleges, to ascertain if they will be able to admit all students who apply for freshman standing for September, 1947.

No publicly supported junior college has made, or expects to make, limitation on enrollment for the next school year. Moreover, several new junior colleges will be opened next fall thus enlarging the possibilities of freshman and sophomore enrollment. Most of the new junior colleges will be located in the southern part of the State where there is a dense and growing population. From the statements of administrative officers in charge of California's junior colleges comes the statement that opportunities for freshman and sophomore college work will be plentiful. The location of the junior colleges, especially when consideration is given to schools that have recently been established or will begin operation in September, will make junior college facilities more accessible than they have been in former years.

The California Polytechnic College will not be able to admit all students who wish to enter the freshman or the sophomore year because of lack of classroom and laboratory facilities. The San Francisco State College expects to impose limitations on enrollments because of lack of space in the college plant. Other state colleges will make no limitations on enrollments. Chico and Humboldt hope that their freshman classes will be much larger in September, 1947, than they were in September, 1946.

The California Institute of Technology, Occidental, Pomona College, and Santa Clara University have closed enrollments for the coming school year. Other privately supported liberal arts colleges have not reached their quotas although it is probable that some will have all of the applications they can take before the opening of the next school term.

The University of Southern California has places open in practically all departments although the institution will not be able to increase its enrollment beyond 13,500. It is expected that sufficient applications will be received to guarantee this enrollment before the opening of the fall term.

Stanford University still has places in practically all departments although it is anticipated that enrollments will be closed by June 1st. These conditions do not differ greatly from those which have prevailed in the past.

The University of California will limit enrollments only in that area of professional training in which facilities are insufficient. Limitation will be placed on enrollment in engineering. Freshmen and sophomores from outside the State will not be accepted.

Conditions revealed to the inquiry of the subcommittee are similar to those reported by the Division of Readjustment Education of the State Department for the first semester of the current school year. Educational institutions were polled during last summer and fall to determine their capacity to accommodate veterans. The schools were classified into various categories, depending upon source of support, and types and length of training.

As of December 31, 1946, the University of California had vacancies and could have accommodated, on the Berkeley campus, students in all departments except engineering, chemistry, and business administration. In the state colleges, Fresno and San Jose reported no vacancies, while the remaining colleges were able to take more students in practically all departments. The total number of vacancies reported by the state colleges totaled more than 1,500. In the university and in the state colleges, admission requirements must be met by all students. This is not a limitation based upon inability to care for students, but an imposition of scholarship standards, a practice that is everywhere common. It does not prevail in California junior colleges, because the law requires that all high school graduates be admitted to junior college. Junior college principals may admit students who are not high school graduates provided they can, in the judgment of the principal, profit from instruction in the junior college.

Compton, Chaffey, Pasadena, Placer, Stockton, Sacramento, and San Luis Obispo Junior Colleges closed enrollments on December 31, 1946. On the other hand, other publicly supported junior colleges reported a long list of vacancies in their courses. Some placed no limitation whatever upon enrollments.

It is the consensus of opinion among junior college administrators that the number of students enrolling last September was smaller than the number expected. The opportunities for employment and the call to military service were apparently among the factors that dissuaded high school graduates from continuing their education. Many veterans signifying their intention to go to school either changed their minds, or they applied for admission to several schools, thus making it appear that many more would attend the junior colleges than actually was the case.

The question of housing the students was always present. In the summer of 1946, despite the efforts of the FHA, few housing units for veterans had been completed. Junior colleges, colleges, and universities were unable to announce the numbers of students that could live in federal housing units. Had a school been able to state that it had housing facilities, there is little question that that school would have been filled to capacity. This situation has been changed during the intervening months. Housing projects have been completed and occupied. Schools are able to speak, positively, about the number of available rooms and apartments. The FWA is at present moving temporary classroom buildings to the campuses of the junior colleges and colleges, thus enlarging the capacity of these institutions in classrooms and laboratories. Privately supported collegiate institutions enrolling veterans have also been eligible to secure housing accommodations as well as buildings which provide

classrooms and laboratories. While housing facilities remain an important factor in enrollments, colleges can speak much more positively than formerly about the numbers of students that can be accommodated.

Publicly supported schools for adults, meaning evening high schools, and junior colleges, had on December 31st, room to spare for enrollees. No school had reached capacity. These schools offer a wide variety of courses, which are usually patronized upon a part-time basis by persons employed either full time or part time. Special day and evening classes can be organized at any time, and during the war were operated upon a 24-hour basis. Since these schools frequently use the rooms and equipment of the day schools, their classes usually meet in the late afternoon or evening. Although they fulfill an important educational function, evening schools can hardly be regarded as institutions to which veterans may go to complete more than a short course of training.

Among the large private institutions, the University of Southern California reported 400 vacancies in commerce, 500 in engineering, and 600 in letters and sciences. Stanford had vacancies in all divisions and departments, although the number was not large. The University of San Francisco had room for 525 in the arts, science, business administration and law, and Loyola had 50 vacancies in engineering. California Polytechnic School had a few vacancies. The California Institute of Technology, Pomona, Scripps, Occidental, Whittier, and Santa Clara had no vacancies.

Among the private business schools many vacancies were found. Similarly the private professional schools, including dramatics, law, nursing, music and radio, could have accommodated more students. Private trade schools also had many vacancies.

Important in the plan for training veterans is the apprentice program. This consists of learning by working on the job with part-time supplementary classes.

Exhibit A-I presents figures of enrollments for veterans for last September and for last February. It will be observed that private trade schools, correspondence schools and business schools, and on-the-job training have accounted for more than half of all veteran enrollments.

Reported enrollments of veterans in junior colleges made by the Division of Readjustment are not in accord with figures submitted by the junior colleges. The disparity can be accounted for in part by the fact that the Division of Readjustment reported only those veterans who are securing benefits under Public Law 346, while the junior colleges reported all veterans. Many veterans are postponing benefits so that they may have them for later training.

#### Ability of Four-Year Colleges and Universities to Receive Upper Division Students

It is evident from the foregoing section that junior colleges, state colleges, and other four-year colleges and universities will be able to accommodate all students who wish to enter upon the freshman year of college in September, 1947. It is important to know what the capacity of four-year institutions will be to admit upper division students, particularly those who will wish to transfer from the junior colleges.

Exhibit B-I shows the number and distribution of students attending publicly supported California junior colleges in March, 1947. With

all but one small institution reporting, the total number of day students is 52,367, the majority of which are veterans. The important aspect of enrollment is the large number found in the first year. In the past, enrollment in the first year of junior college has been approximately twice that contained in the second year. Due to abnormal conditions, the number of first year students is much higher than one might expect. Only 5,704 of the total number enrolled will complete the course at the end of the current school year. Of these, 3,166 expect to transfer to four-year institutions. This number gives at least a reasonable estimate of the accommodations that must be made by the four-year institutions to receive additional upper division students. In Los Angeles City College 534 will seek to transfer, while in Sacramento the number is 350.

Of the number of students who seek to transfer, 1,396 are asking for admission to colleges of liberal arts, 637 to schools of business administration, 625 to schools of engineering, and 205 to pre-legal courses. Pre-medicine, chemistry, teaching, and agriculture, in order, show other fields to which the most students desire to go.

A total of 17,991 students, a majority of whom are veterans, are enrolled in the seven state colleges. Of these, nearly 9,000 are found in the freshman year and only 1,804 in the senior year. In the state colleges, as well as in the junior colleges, enrollment is concentrated in the first year. Details of enrollment in the state colleges are shown in Exhibit B-II.

In the state colleges many upper division classes are small. This means that these schools can, without increasing facilities, enroll more upper division students. Many places are available in the liberal arts, engineering subjects, and business. Exhibit B-III summarizes conditions in the several state colleges.

At the University of Southern California no limit will be set for native lower division students who wish to transfer to upper division except in the Schools of Dentistry, Law, and Medicine. In these professional schools, native students must undergo the same screening process as applicants from other institutions. The general policy will prevail of giving preference to native students but, if there are vacancies, qualified applicants will be accepted in the order in which their applications are processed except in those divisions where special selection procedures have been announced. No preference will be given veterans. As of April 2d, enrollment for September had not been closed.

At Stanford preference will be given native students in filling the quota for the upper division. Applications for admission to the upper division closed on May 1st. It was planned to fill available places by a process of competitive selection.

At the University of California all qualified students completing the lower division will be admitted to upper division with the exception of engineering at Berkeley and Los Angeles, and optometry, pharmacy, dentistry, medicine, and law at Berkeley. Limitation of enrollment in business administration is anticipated at the Berkeley campus and possibly at the Los Angeles campus. No preference will be given to students now enrolled in the lower division of the University of California. In fields for which selection must be made on a competitive basis, preference will be given to the best qualified.

In other fields, no quotas have been set up and registration is open for September, 1947. It is expected that applications will not exceed capacity except in the professional fields enumerated above, where admission will be on a competitive basis.

#### **Student Demand for Upper Division Work in Sacramento and Los Angeles**

Students in Sacramento College and Los Angeles City College were asked if they would continue their education through the upper division provided opportunity were afforded. In Sacramento College several hundred students stated they would do so. Administrative officers estimate that 350 of the present number of students would continue in third year work next September and that 150 from outside the district will enter. Figures were also presented to show that the Sacramento College now attracts students from a wide area and the inference was drawn that many students from some of the more distant areas will attend a four-year course.

In Los Angeles City College, a poll of the students indicated that of the 9,247 who answered queries, 5,492 desire four years of training and 3,755, two years. Tables and figures were presented to show that the Los Angeles City College has grown since its establishment in 1930 from 1,700 students to more than 9,000. The population of the city and the county has also mounted very rapidly. A table was presented to indicate that the percent of college students to the total population is smaller in Los Angeles than it is in six of the largest cities in the United States. Only 1.32 percent of the total population in Los Angeles is comprised of college students, while 2.63 percent is the proportion in Pittsburgh. The inference from this table was that Los Angeles would have more college students if additional facilities were available.

Important in the consideration of state colleges for Sacramento and Los Angeles is the fact that investigations of existing colleges and universities indicate that they draw a majority of their students from a radius of 50 to 100 miles. Data available through the State Department of Education show that California state colleges secure about 75 percent of their students from distances no greater than 40 miles. In Los Angeles such a radius described from the center of the city defines a thickly populated area with an enormous number of prospective college students. The area lying within approximately 50 miles of Sacramento contains upward of a half million population. This should be more than enough to produce a large number of students for a four-year college.

#### **Appraisal of Plans and Facilities for Offering Upper Division Work at Los Angeles City College and Sacramento College**

Investigations have been completed of the ability of the Los Angeles City College and of Sacramento College to institute upper division training, and more specifically third-year training, in September, 1947. Both institutions submitted statements in which specific areas of training were proposed. They also indicated physical facilities, including classrooms, laboratories, equipment, library, and faculty, which may be employed to institute the several lines of training.

Visitation committees were organized to appraise the resources of the colleges. The committees were comprised of persons of recognized leadership in the areas of training which the colleges proposed to offer. The members of the committee for Los Angeles City College assembled in



the office of the president at 10 o'clock Friday morning, April 18th. The Sacramento committee appeared at the office of the president at 10 o'clock Monday morning, April 21st. Names of the members of the committees appear in the appendix as Exhibits D-I and D-II. The task was explained to the visitors in the presence of the administrative officers of the institutions.

Provisions of Assembly Bill No. 2273 were summarized and attention was called to the fact that as a part of the survey of the State Department of Education and the Regents of the University of California, an investigation of the emergency needs of the State for higher education is required, with special attention given to Los Angeles and Sacramento Counties. The members of the committees were advised that their function did not include a decision on whether or not four-year colleges should be established in Sacramento and Los Angeles but that they should examine the plans, material, resources, and qualifications of faculties to institute upper division work and particularly to begin the third-year of such work in September, 1947. Specifically, it was pointed out to the members of the committees that they should consider the area of training represented by their own professional work and study, that they should examine the definiteness with which plans for upper division work had been made, including organization of courses, and that they should investigate classrooms, laboratories, apparatus, library, and faculty personnel to determine their adequacy for upper division college work.

After discussion and questions to clarify their work of the day, members of the committee went to the various departments to confer with faculty members and to examine facilities. In the process every courtesy was extended by the superintendent, the principal, and the administrative staff of the two institutions.

After several hours the members of the committee returned for conference and comparison of ideas. Discussions took place with only the committee members present. Written reports were submitted. The committee was advised that the report was confidential in nature, as the findings were to be placed before designated members of the State Department of Education, the Regents of the University of California, and the legislative interim committee.

#### Sacramento College

Examinations of proposals for upper division work at Sacramento College revealed a lack of definiteness in planning. The courses which the institution expected to offer are shown in the appendix under Exhibit D-III. Reference to this document will show that areas of training are specified and topics in a field are listed. No inventory had been made of existing facilities, such as classrooms, laboratories and equipment, nor had outlines of courses been prepared. A vagueness surrounded most of the proposals although the members of the faculty in certain fields had been much more specific in developing advanced programs.

Due to lack of planning rather than fundamental disagreement, inconsistencies were found in what the administrative officers of the institution proposed to do and the developments which faculty members had in mind. For example, in the preliminary conference with the visitation committee and administrative staff it was definitely stated that a standard four-year course in engineering was in prospect. Conferences

with the members of the faculty in charge of aeronautics, electronics, and engineering showed that they planned three-year terminal courses. In the field of teacher training, home economics is not shown in the prospectus as an area in which young women would be prepared for teaching positions in the public schools. On the other hand, members of the department of home economics were definitely looking forward to training public school teachers.

In the proposed training of teachers for the elementary schools and for special secondary credentials in industrial arts, there was almost a complete absence of plans. As will be shown later, it was the opinion of those who inspected facilities in these areas that plans must be developed from the beginning. Shop courses can be provided for third-year work, but shops are not available for courses needed in the fourth year. Practice teaching can be arranged in the local schools.

The library is inadequate not only for upper division work but for the purposes it currently serves, namely, the junior college. During the last several years the principal has recommended an expenditure of \$5 per year per student for library books. Actually \$1,000 per year, or 40 cents per student, has been permitted with additional expenditures for periodicals. The library has not gained the acquisitions needed for junior college classes. In only a very few fields are there sufficient books to make a beginning in upper division work. The present condition of the library is one which cannot be remedied quickly even though funds were suddenly made available, as time is necessary to select and secure books. It was the opinion of the committee that the condition of the library will be a handicap to the junior college, and especially to upper division work.

Needs of students in engineering subjects had not been carefully analyzed. When specific types of training desired by the students were listed it was found that some areas interested few persons. Enrollments would be so small as to make instruction exceedingly expensive.

In all areas, except business, the visitation committee stressed the need of supplying, for upper division courses, faculty members with more extensive training than that shown by a majority of the present junior college staff. It was the opinion of the visitation committee some staff members are capable of doing upper division work. This statement applied especially to the field of business training. It should be pointed out that judgment of ability of faculty members was based extensively upon years of training and degrees held. This may not always be an adequate measure of fitness.

Great stress has been placed on the need of upper division work as shown by the number of students in the junior colleges, by the number who will remain if upper division work is available, and by the number of applications from outside the district for advanced work. The institution has been concentrating upon securing such evidence and similar evidence to show the need of expansion rather than upon development of plans and an inventory of resources. Such emphasis is understood if the view is held that one must know first of all if upper division work is permitted. On the other hand, those engaged in the process of education so generally agree that new lines of training require detailed preparation that the failure of faculty and administrative officers to make plans is inconsistent with educational practice. Certainly the period of time from

May 15th to September 15th is entirely too short to allow an administrative staff to make effective plans for the beginning of upper division work.

Reports of the several members of the visitation committee are summarized as follows:

*Liberal Arts:* Additional members of the teaching staff will be needed, as well as a reorganization of teaching schedules. The library is apparently adequate in reference materials in English History, European History, and Earth Sciences. Additional periodical source material is needed. More facilities will be needed which include electrical equipment, chemistry laboratory space, music listening rooms, art classrooms, etc.

*Elementary Education:* Little planning has been done for this field of training. A suggested plan was developed with interested faculty members. Two staff members will be necessary. Arrangements for practice teaching should offer no difficulty.

*Industrial Arts:* Third-year work can be given in existing shops, but a general woodworking shop, a general metal shop, and a general electrical shop must be supplied to complete training in the teaching field. Professional courses are lacking.

*Home Economics:* The department is modern and up to date. With an additional staff member, additional courses needed to meet the requirements for the credential in home economics can be offered. Expansion is needed to provide for a child development laboratory and a home management house. Facilities are not available for institutional management. With additional staff, courses can be offered for a major in home economics. Professional courses for the credential are lacking.

*Business Administration:* The present staff is of high calibre and training. Although more teachers, additional courses, and better library facilities will be needed, the third and fourth years of business administration can be offered.

*Aeronautics:* Expansion to the third year is possible by adding adequate staff.

*Electronics:* Expansion to third or fourth year work will require substantial increases in space and equipment. Demand for third year work is indicated by a maximum of eight students.

*Engineering:* Space and equipment must be secured, and staff expanded. It is extremely doubtful that equipment can be secured and installed by September, 1947.

*Physical Science and Mathematics:* It is proposed that courses be offered which do not require additional laboratory space.

*Physical Education:* The institution will be able, with additional staff, to provide physical education needed by a four-year college. Facilities are not available for a major, which is not proposed.

*Police Training:* The FBI is not interested in training programs in colleges; the FBI gives its own training. Facilities are not available to give police training.

### Los Angeles City College

Like Sacramento, Los Angeles City College had not planned with definiteness the work of the proposed upper division. At the request of its president, a meeting was arranged on April 10th with the Los Angeles City Board of Education at which were present the members of the Los Angeles City Board of Education, the Superintendent of Schools, the President of the City College, the Chief Assistant Superintendent, the Administrative Supervisor, the Assistant Superintendent in charge of Educational and Vocational Education, and the members of the subcommittee of the Liaison Committee.

Representatives of the Los Angeles school system were asked to specify the specific areas in which training is proposed. The President of the City College preferred not to name the areas on the ground that the program is still in the process of development, that changes will and should occur, and that a definition of functions at present would be premature. When asked how many students should be accommodated in third year upper division work, the reply was that a small beginning should be made and that probably 400 students can be accommodated in third year work. It was indicated that the City College should offer training in business administration, nursing, "junior" engineering, and sanitary engineering. Later these comments were revised to provide for approximately 1,000 students in the third year. The proposal to train students in sanitary engineering was withdrawn and other fields were added. The fields in which training is proposed are shown in Exhibit D-IV. This indicates the lack of definite planning that has accompanied the proposals for upper division work.

Apparently lack of understanding, or lack of agreement, has prevailed between the administrative staff of the Los Angeles city schools on the one hand, and the faculty of the City College on the other. In discussing proposed curriculums at the meeting on April 10th, the attitude was strongly taken that the primary and controlling purpose of the curriculum should be to train students for occupations. General or liberal subjects should serve the vocational end. Discussions with certain faculty members, on the other hand, indicated that they were thinking in terms of the typical general or liberal arts curriculum in a four-year college.

The preliminary discussion of the work to be accomplished by the Los Angeles City College indicated the existence of a strong conviction that the curriculum should be planned on a cooperative basis with close relationship with business and industry. Much practical knowledge and experience will thus be secured by an apprentice or a part-time employment procedure. The discussion did not show, nor did the subsequent visit to the City College indicate, that detailed plans for cooperative instruction had been accomplished. A number of business and industrial concerns in the city had been contacted and representatives of those concerns indicated interest in the proposal and willingness to cooperate. There were, however, no lists of firms nor enumeration of places for part-time employment, and there was no indication of the way courses on the campus will supplement field training. It may have been considered unnecessary to arrive at such details because cooperative education has been successfully carried on in certain areas in the

United States for more than 20 years. On the other hand, the inauguration of a training program will demand precisely such specific analyses and arrangements.

Documents emanating from the Los Angeles City College have stressed the need of upper division work, first, because of the great number of students on the ground who wish to complete courses leading to the bachelor degree; and second, because training is demanded by employers that is midway between that offered by the junior college curriculum and the professional courses of the University of California. A brochure, prepared by the President of the City College, and a document from the superintendent's office entitled "A Statement of Need for a Four-Year Degree-Granting Educational Program at the Los Angeles City College beginning September, 1947" describe the historical background of the institution, curriculums now offered, and physical plant and facilities. The number of instructors is given with the percentages holding various academic degrees, figures are presented on the enrollment in the junior college since its establishment in 1930, population increase in city and county is exhibited; and numbers who have indicated their desire to attend a four-year curriculum at the junior college are listed. Great stress is placed upon the emergency situation with the statement that private and public four-year colleges and universities will not be able to accommodate students who wish to attend them in September, 1947. Other sections of this report present data to show present enrollment in junior colleges and state colleges, the number of freshman students that can be accommodated in publicly supported higher institutions, including junior colleges; and the number that wish to transfer to upper division work as well as the capacity of institutions to accommodate students with advanced standing. The data show that, with the exception of a few privately supported colleges, no limitation will be placed upon the enrollment of freshmen, and that existing four-year colleges can take all students wishing to transfer to upper division except in a few fields.

The Los Angeles City College enrolled, on March 28, 1947, a total of 8,599 students. Of these 6,005 are enrolled in one or more classes scheduled after 5 p.m. Discussions with faculty members, as well as general observation, indicated that the present plant is badly crowded. Administrative officers propose to provide for 1,000 additional students by further extending enrollments in the late afternoon and evening, and by moving into several temporary classroom buildings which should be erected and ready for use in September. An entire block of land adjacent to the campus has been purchased and will be used as a site for future buildings as well as for general campus purposes. It was the consensus of opinion of the visitation committee that even with these provisions the plant will be seriously crowded.

As will be surmised, the Los Angeles City College has been equipped for lower division work. This includes laboratories and library as well as faculty. It may also properly be assumed that the institution has not been overstaffed and should not be overstaffed. The addition of a third year of work with 1,000 students will of necessity bring demands for increased facilities. The assumption, if not the direct statement made

by those urging the establishment of a four-year college, is that the institution could easily be organized in connection with the City College. Preceding remarks have indicated the crowded condition under which work is conducted at present. Practically all members of the visitation committee agreed that the organization of upper division work will necessitate additional apparatus and especially additional faculty members of a higher level of training and ability than shown by the average member of the present City College staff. While there are members of the present faculty who are capable of work on a higher level, the visitation committee does not agree that facilities and faculty are immediately available for upper division work. The committee does agree that it is possible to begin certain third year courses in September, 1947, if additions to staff and equipment are made by that time.

The visitation committee was not able to preview the proposed curriculum in art or in pre-osteopathy, except as biology and science courses enter into the organization of the latter. Summary statements of the findings of the several groups and individuals who interviewed faculty members and inspected the departments in which upper divisions are proposed appear below:

*Engineering:* A third year course in engineering for more than 40 students is impractical. This number is too small to warrant opening courses in this field. Present personnel and facilities are not adequate to the present load. A clearer statement of objectives than is available must be made for the three types of engineering proposed. A four-year program means the addition of faculty members with advanced degrees and industrial experience.

*Mathematics and Physical Science:* In mathematics facilities are adequate for present and immediate future needs. In physics and chemistry, personnel and laboratory facilities are adequate, but there is need of a departmental library, including scientific periodicals.

*Nursing:* The teaching load and class size should be modified, and library and laboratory facilities expanded. Third-year work may begin in September, 1947.

*Elementary Education:* Granted that adequate upper division work is provided in the liberal arts, and that persons qualified in elementary education will be added to the staff, third-year work may begin. The department of psychology is adequate to new demands that may be placed upon it by a program of elementary teacher training.

*Physical Education and Recreation:* Third-year work should be started only if appropriate faculty is secured to offer professional courses, and if present instructors are relieved of lower division loads both as to teaching and number of students. Plans for four-year program are well developed.

*Biology:* More instructors with advanced preparation should be added to care for present enrollment. Number and sequence of courses are sufficient for lower division work, but 15 to 20 hours of upper division work should be added. Third-year work can be arranged for September, 1947.

*English:* Instructors regarded their department as a service department to those preparing students for vocations. The department

can, with minor additions to the staff and library, be expanded sufficiently to care for third and fourth year work.

*History and Social Sciences:* The staff is already overloaded. Library facilities and instructors must be provided. The present faculty is thinking in terms of the typical four-year liberal arts organization; not in terms of service to vocational programs.

*Business Administration:* Third and fourth year work is feasible, provided the work is definitely planned, provided additional, well qualified faculty members are secured, and provided the cooperative plan of instruction is definitely provided for. Library facilities must be expanded.

#### Financial Support and Administrative Control

Publicly supported education in California consists of the state university which operates under its own charter and is supported largely by appropriations made by the Legislature; the state colleges controlled by the State Board of Education through the State Department of Education and supported by appropriations from the State Treasury; and the junior colleges which derive their revenues from local taxes and state apportionments and are controlled by local boards of education. This organization has, in the main, proved satisfactory and has been capable of meeting the educational needs of the State. Before new patterns of financial support and administrative control are set up, consideration should be given to the advantages and disadvantages gained under the present organization and certainly to the advantages and disadvantages which may result from new methods of financial support and administrative control.

In Los Angeles it is proposed that an upper division be established on the campus of the City College and that it be financed by state funds, but with administrative control lodged with the Los Angeles Board of Education. This is contained in a resolution shown in Exhibit E-I. It is readily apparent that this is a new pattern of organization and that a beginning of state subsidies to higher education will be made under conditions which relieve or prohibit the State from administering the schools. It should be pointed out that the Los Angeles Board of Education and its administrative officers realize this. They propose that the ramifications of the plan be thoroughly explored through a series of conferences, since the intent is to develop school facilities that will be consistent with a pattern of support and control which will best serve the State.

In exploring their proposals, Los Angeles authorities refer to the feasibility of extending present methods of state apportionment in the junior colleges to upper division work. This would extend work now located in state colleges to the junior college, with local control. It has also been asked if it would be possible to operate, temporarily, the third year of work on this basis. A final question is the possibility of allowing a taxing unit to set up and support third year work from either of these arrangements.

In Sacramento it is expected that an upper division will be located on the state college campus and that it will be financed by the State. A plan of administration has not been stated, although the assertion has been made, positively, that a four-year institution is desired.

In both Los Angeles and Sacramento the Board of Education and administrative authorities have been positive in their assertion that the

junior college should be maintained with present methods of financial support and administrative control. The values of the junior college as an institution are recognized and it is believed that those values should be preserved.

Either the Los Angeles or the Sacramento proposal will mean that agreements must be reached with the State for the use of facilities now owned by local school districts. Apparently it is expected in both places that new facilities needed for upper division work will be provided by the State. These proposed procedures should be thoroughly explored before a decision is reached.

In carrying out the survey of the emergency needs for higher education in California the subcommittee found no one who believed that the junior college should be discontinued even though a four-year institution were developed within the community in which the junior college operates. On the contrary, there is general agreement that the junior college, as an educational institution, should be preserved and protected. Its values are the emphasis upon good teaching and systematic guidance practices for which the junior colleges stand, and the educational programs which they offer. These schools make lower division college, or university, training available to the students of the community. So close has been the relationship that students may complete the first two years of a four-year college course while living at home and transfer to the university and state colleges, as well as to the privately supported institutions, without loss. Judged by numbers of students, the transfer program has been the most important one of the junior college. Educationally it is perhaps surpassed by the opportunities provided for vocational training. Semiprofessional courses in wide variety are found. Many schools provide curriculums of approximately a year in length. So flexible is the junior college that it can and does offer training suitable to the needs of almost any group of students.

Added to the transfer, and the semiprofessional courses, is the curriculum in general education designed for students who will leave the junior college at the end of two years and who seek during that time what may be termed a broad general education. It is for the reasons briefly described in these paragraphs that the general view prevails that the junior college as an institution must be preserved.

It seems evident that the enlargement of the junior college program, to include the upper division, will influence the work of the junior college. The tradition of the four-year school is bound to prevail. So ingrained is the tradition, not only among the general populace but among the faculty members of a junior college, that plans and thinking for the new institution will occur in terms of the four-year course. The four-year major will threaten the peculiar functions of the lower division as they are organized in the junior college. If the values of the junior college are to be preserved, the state college and the junior college should be completely separated.

From the standpoint of logic, a state college consisting of only the upper division and such graduate work as may be appropriate has much in its favor. California has a junior college system the development of which has increasingly made available to the people of the State an institution based on community needs. Everyone expects the time to come when the network of junior colleges will be sufficiently complete to pro-



vide schools located in such a way as to serve the population of the State. The proposal that publicly supported four-year collegiate institutions drop their lower divisions and concentrate upon the more professional work of the upper division has been before the educational public for years. The proposal is consistent with the principles advanced in support of the six-four-four plan, a form of organization for the public schools which has received all but unanimous endorsement by students of school administration and national educational bodies.

The people of California, and those engaged in school work including college faculties and administrators, are apparently not ready for this form of organization. Thinking is in terms of the four-year institution. The University of California expects to retain its lower division, although the number of students will likely be reduced. Only occasionally does a representative of the state colleges speak of relinquishing the lower division. To the general public the proposal is practically unknown; the four-year organization dominates the popular mind so completely that the proposal to enlarge a junior into a four-year school receives instant acceptance.

In the past, junior colleges have been established in existing state colleges. This organization is found in Fresno and San Jose and until September, 1946, in San Diego. The junior college is supported as any other junior college. A contract is drawn between local school authorities and the administrative officers of the state college who operate the junior college.

The best example of the plan is found at San Jose. The following excerpts, taken from the current catalog, explain the organization.

"The San Jose State College is actually a combination of two colleges under the name and organization of a four-year college, but with the addition of a complete and separately supported junior college. By contract with the San Jose Junior College District, the college is able to offer regular junior college curricula in addition to the usual offerings of a four-year state college. This arrangement has proved particularly advantageous as it permits the two colleges to combine their resources in certain areas of more or less mutual function and thereby greatly enhance the possible offering of either college separately.

"All curricula in the college are grouped under the following categories: Trial, technical, liberal arts, and teacher training, as indicated on the next page. For purposes of administration, however, the students are classified in five groups: Trial, technical, lower division liberal arts, lower division teacher training, and upper division.

I. Trial. This group includes students who do not meet scholastic requirements for admission to other college curricula. Registration is entirely in the junior college where no tuition or fee is charged.

II. Technical. This group consists of students in two-year semi-professional or vocational curricula. Registration is entirely in the junior college where no tuition or fee is charged.

"Lower division liberal arts students register in state college or junior college according to admission status as outlined on page 35. Junior college students are transferred to state college in June of each year after not less than three quarters of satisfactory progress."

High school graduates who do not meet college entrance requirements may enter the junior college and enroll in the "General trial curriculum." They are limited to a series of elementary courses. If they demonstrate their ability to do college work they may transfer to the regular college curriculum. The junior college also maintains two-year semiprofessional curriculums which give practical preparation for vocations. The two-year semiprofessional curriculums are:

Accounting	Journalism
Aeronautics	Merchandising
Commercial Art and Illustration	Music
Costume Design and Construction	Photography
Design and Handicraft	Police
Drafting	Printing technics
General business	Radio
Home making	Secretarial
I. B. M. accounting	Speech-drama
	Watchmaking

Much criticism has been leveled at the San Jose Junior College, especially by junior college administrators and county superintendents. Criticism is based both upon methods of finance, and upon the methods of operation. The junior college receives state apportionments, and it levies out-of-district tuition rates on counties for students residing outside a junior college district. The amount of local taxes needed to complete the budget is small. The county superintendents object to approving tuition charges; they assert that the students could have entered the state college anyway with the expense of their instruction borne by the State. Reference to the above extracts from the catalog of the college show that this is not the case except for those students who meet the entrance requirements and enroll in the two-year curriculums. These curriculums would not be available, according to the college authorities, were it not for the junior college.

A second criticism arises from the fact that the junior college students are not separated from the college students. Apparently, students participate in athletics and other student activities whether their affiliation is with the state college or the junior college. Although certain classes are set up as junior college classes, they are attended by such state college students as wish; on the other hand, classes listed in the state college may be attended by junior college students. Such practices cause school administrators to assert that the school is not a bona fide junior college. They also ask how it is possible, accurately, to determine junior college attendance and hence state income on such a basis. Rebuttal is to the effect that the junior college is rendering a real service to the community, and students from other communities at much less cost than would be possible with a separately organized junior college.

At San Diego the junior college was separated from the state college largely because of location. Students had too far to go. Facilities in or near the down-town area give better service to junior college students.

In Fresno the number of junior college students is small. At present a plan is under way to abandon the present campus and build a new one. If this is done, the president of the college will favor the separation of the junior college and the state college.

#### Conclusions

Junior colleges, state colleges, and other four-year colleges and universities will be able to accommodate all California high school gradu-

ates who wish to continue their education in September, 1947. New junior colleges, which will begin operation with the next school year, will place facilities within short distances of many. Restrictions on freshman enrollment have been made, or will be made, by several of the smaller, privately supported colleges, by the University of Southern California, and by Stanford University. The University of California does not expect to limit freshman enrollment except in engineering.

Certain of the small, privately supported colleges have closed, or will close, enrollments in the upper division. The University of Southern California and Stanford University will not be able to accommodate all students who apply for admission to the upper division. The University of California will limit enrollment in the upper division only in the fields of engineering, possibly in business administration at Berkeley but probably not in Los Angeles; and in optometry, pharmacy, dentistry, medicine, and at Hastings College of Law. With the exception of San Francisco State College where the campus is very crowded, and San Luis Obispo where capacity will prohibit some students from enrolling, the state colleges expect to admit all upper division students who apply. Many places are available in the liberal arts, engineering subjects, and business administration.

In the junior colleges and the state colleges, students are concentrated in the freshman year. Of a total of 52,367 junior college students, only 3,166 are reported as expecting to transfer to upper division. The fields to which they wish to go in greatest number are, in order: Liberal arts, business administration, engineering, pre-law, pre-medicine, chemistry, teaching, agriculture, dentistry, and nursing.

In Los Angeles City College 534 are arranging to transfer, while in Sacramento College the number is 350.

Information gained from the junior colleges, state colleges, and other four-year colleges and universities on enrollments, their policies on limiting admissions, and numbers of students ready to transfer from the junior colleges, does not support the statement that an emergency exists in higher education. Collegiate institutions are able to offer training to those who seek it, except in a few professional fields.

The housing situation, while improved, is such as to make it difficult, if not impossible, for many students to find living quarters on or near college campuses.

Sacramento and vicinity now contain sufficient population to support a four-year collegiate institution. The Los Angeles area contains sufficient population to support one or more four-year colleges.

Plans for the development of upper division work in the Los Angeles City College and the Sacramento College are surprisingly indefinite. Except in a few departments, more specific planning must precede the establishment of upper division work.

Practically all departments in which it is proposed to extend the curriculum, both in Sacramento College and City College, must be strengthened by the addition of highly trained faculty and personnel, laboratory and shop equipment, and library facilities. It should be possible to make such preparation as is necessary to begin a limited amount of third-year work in September, 1947.

At Los Angeles City College facilities are badly crowded. Temporary classroom buildings should be ready in September, although the problem

of sufficient space will probably not be solved. At Sacramento College space can be provided by carefully developed class schedules.

Before new four-year colleges are established, their financial support and administrative control must be decided. Possible forms of support and control are: (1) Operation of a state-supported upper division on the same campus with the junior college, with arrangements made for the State to lease school district facilities or to supply facilities, of both. Administrative control may be exercised over the upper division (a) by the State; (b) by the local board of education, or (c) through an agreement reached by the local board of education and by the State. (2) Extension to the upper division of present methods of financing junior colleges with control lodged with the local board of education. (3) Granting cities of a certain population and wealth the privilege of levying local taxes to support the upper division and assigning control to the local board of education. (4) Organizing a junior college in connection with an existing state college, with the support and control of the college remaining with the State. This entails the support of the junior college on the usual basis, and the control of the junior college arranged on a cooperative basis between college administrative officers and the local board of education. (6) A complete separation of the junior college and four-year state college, employing existing methods of support and control for both. (7) The complete separation of the state college and the junior college, with the state college limited to the upper division and such graduate work as it may be authorized to conduct.

Of the possible methods of organization, the one which completely separates the junior college and the four-year state college is the best. It will permit the junior college to maintain its identity and to fulfill its function; it will permit the four-year school to accomplish the purpose for which it is established, namely, to offer curriculums leading in various lines of training to the degree of competence marked by the bachelor's degree. Complete separation will help to prevent what might easily become a movement in higher education, if a beginning were made of making junior colleges into four-year schools by the process of adding two years for which state support is given. If such an organization is once set up, pressure can be expected for legislation in any community maintaining a relatively large junior college.

It does not seem advisable for either the Los Angeles City College or the Sacramento College to begin upper division courses in September, 1947. The adoption of a long range policy of providing additional facilities for the State, with a four-year college located in the Sacramento area and one or more in the Los Angeles area, is consistent with the results of this and the preceding investigation by the subcommittee.

Of the greatest importance to higher education in California is a decision with respect to the financial support and administrative control of such new institutions as may soon be established. Separation of junior colleges and state colleges will perpetuate a type of support and control that has proved satisfactory; placing a junior college and a state college on the same campus may reduce and even destroy the usefulness of the junior college; it may easily initiate a form of institution that will prove to be inferior to existing schools.

If it is not feasible or practical to delay legislation authorizing state colleges in Los Angeles and Sacramento, the immediate situation

may be met through legislation locating state colleges in those cities. If such legislation is passed, permission to begin operations should be withheld until the extensive survey of the State is completed. This will permit decision concerning the higher educational institutions which California needs, and the form of financial support and administrative control which will best minister to those needs.

## Exhibit A-1

## Enrollment Figures as Furnished by Branch Office for California Veterans

September, 1946—Public Law 346 only

Institutional training	
Below college level .....	1,731
Junior college .....	6,387
Teachers college and normal schools .....	1,356
College, universities, or professional .....	38,319
Trade schools and business colleges .....	13,931
Correspondence schools .....	1,931
<b>Total .....</b>	<b>63,655</b>
On-the-job training, Total .....	31,728

February, 1947

Public Law 16

Public Law 346

Total

Institutions of higher learning .....	4,763	75,681	80,444
Other institutions .....	2,323	28,940	31,263
On-the-job training .....	4,037	29,813	33,850

NOTE—This does not include the four counties which are in the Reno Regional office.

## Veteran Trainees Distributed Throughout the Country and in California

Percentage of veterans enrolled

U.S.A.

California

Colleges and universities .....	50	60
Trade and business schools .....	31	22
Elementary and secondary schools below college level .....	8	3
Junior colleges .....	4	7
Correspondence courses .....	4	3
Teachers colleges .....	3	2

## Certificates of Eligibility Issued (Active Cases in File)

February, 1947

Los Angeles .....	79,125
San Francisco .....	63,205
San Diego .....	5,310

Figures supplied by the Division of Readjustment Education, California State Department of Education.

## Exhibit B-1

## Enrollment in Junior Colleges

## Veterans

First year .....	21,584
Second year .....	6,667

## Nonveterans

First year .....	17,636
Second year .....	6,480

**Total .....** 52,367

## Number Completing Junior College Course

Veterans .....	2,635
Nonveterans .....	3,069

**Total .....** 5,704

## Number Who Expect to Transfer to Four-Year Colleges

Veterans .....	1,654
Nonveterans .....	1,512

**Total .....** 3,166

## Curriculums to Which Students Completing Junior College Expect to Transfer

<i>Field</i>	<i>Veterans</i>	<i>Nonveterans</i>	<i>Total</i>
Liberal arts-----	565	831	1,396
Business administration-----	396	241	637
Engineering-----	464	161	625
Pre-Law-----	123	82	205
Pre-Medicine-----	91	60	151
Chemistry-----	92	48	140
Teaching-----	31	61	92
Agriculture-----	67	24	91
Dentistry-----	44	15	59
Nursing-----	11	42	53
Physical education-----	26	20	46
Optometry-----	13	14	27
Forestry-----	9	4	13
Pre-Pharmacy-----	8	3	11
Public health-----	2	2	4
Music-----	1	2	3
Psychology-----	1	0	1
Others-----	88	121	209
Totals-----	2,032	1,731	3,763

## Exhibit B-II

## Enrollments in State Colleges

## LOWER DIVISION

<i>Name</i>	<i>Fresh- man total</i>	<i>Vet- erans</i>	<i>Non- vet- erans</i>	<i>Sopho- more total</i>	<i>Vet- erans</i>	<i>Non- vet- erans</i>
Chico State College-----	465	272	193	152	93	59
Fresno State College-----	1,111	644	467	643	376	267
Humboldt State College-----	389	216	173	141	88	53
San Diego State College-----	1,667	863	804	1,034	623	411
San Francisco State College--	1,283	---	---	557	---	---
San Jose State College-----	1,013	801	212	352	286	66
California Polytechnic School	2,885	1,550	1,335	1,255	681	574
Totals-----	8,813	4,346	3,184	4,134	2,147	1,430

## UPPER DIVISION

<i>Name</i>	<i>Junior total</i>	<i>Vet- erans</i>	<i>Non-vet- erans</i>	<i>Senior total</i>	<i>Vet- erans</i>	<i>Non-vet- erans</i>
Chico State College-----	108	62	46	121	68	53
Fresno State College-----	327	166	161	310	172	138
Humboldt State College-----	56	30	26	47	29	18
San Diego State College-----	488	247	241	350	206	144
San Francisco State College--	366	---	---	253	---	---
San Jose State College-----	789	379	410	616	291	325
California Polytechnic School	145	116	29	107	86	21
Totals-----	2,279	1,000	913	1,804	852	699

## GRADUATE AND OTHERS

<i>Name</i>	<i>Graduate total</i>	<i>Vet- erans</i>	<i>Non-vet- erans</i>	<i>Others total</i>	<i>Vet- erans</i>	<i>Non-vet- erans</i>
Chico State College-----	19	13	6	56	12	44
Fresno State College-----	61	38	23	1	0	1
Humboldt State College-----	4	0	4	14	7	7
San Diego State College-----	123	42	81	31	6	25
*San Francisco State College	118	---	---	199	---	---
San Jose State College-----	99	52	47	159	15	144
California Polytechnic School	0	0	0	77	62	15
Totals-----	424	145	161	537	102	236

\* Total enrollment of veterans 1,315; nonveterans 1,461.

SUMMARY				
<i>Class</i>	<i>Veterans</i>	<i>Non-veterans</i>	<i>Total</i>	
Freshman -----	4,346	3,184	8,813	
Sophomore -----	2,147	1,430	4,134	
Junior -----	1,000	913	2,279	
Senior -----	852	699	1,804	
Graduate -----	145	161	424	
Others -----	102	236	537	
(San Francisco totals not included above) -----	1,316	1,461	---	
Totals -----	9,907	8,084	17,991	

**Exhibit B-III**  
**Admission to State Colleges**

**San Francisco State College**

There will be no limitation other than scholastic on the admission of freshmen. All lower division students who qualify will be admitted to upper division. Preference will be given to native lower division students for admission to the upper division, although admissions have not been completed for September. It will be necessary to close enrollments when the quota is reached because of lack of space. Upper division students from junior colleges will be admitted in business courses.

**Fresno State College**

There will be no limitation on college enrollments except that caused by housing conditions. All lower division students qualified for the upper division will be admitted. There are approximately 300 places for students in upper division business administration and engineering.

**Chico State College**

There will be no limitation on freshman students as places can be found for 600. All qualified lower division students will be admitted to upper division and, while preference will be given to native students, it is not anticipated that enrollments will be closed to junior college transfers. Upper division students can be accommodated in business and engineering subjects.

**San Diego State College**

No limitation will be placed upon enrollment of freshman students. All lower division students who apply will be admitted. Upper division students can be accommodated in general engineering subjects and in business administration.

**Humboldt State College**

No limitation has been placed on the admission of freshmen. It is hoped that 300 will apply for September. Lack of facilities in natural science, journalism, secretarial work, and social science will force a limitation in the enrollment of upper division students in these fields. Preference will be given to native students in considering applications for upper division work. Places are open at present in business administration.

**San Jose State College**

No limitation, other than scholastic, has been placed on enrollment. It is expected that all students transferring to the upper division will be admitted provided they are able to secure housing. No preference will be given to native lower division students.

**California Polytechnic School**

Limitations will be placed on the admission of freshmen because of insufficient facilities. All native lower division students who qualify will be admitted to upper division work and additional students from the junior colleges can be accommodated in most fields of instruction. Admissions are still open although it is anticipated that a quota will be reached before September. Places are still open in the field of engineering.

**Exhibit D-I****Committee to Visit Sacramento College**

Monday, April 21, 1947

- Dr. Harlan Adams, Dean of Liberal Arts  
Chico State College
- Miss Bertha V. Akin, Chief of Bureau of Homemaking Education  
State Department of Education
- Dr. Wm. R. Blackler, Business Education  
State Department of Education
- Dr. Aubrey A. Douglass, Associate Superintendent  
State Department of Education
- Dr. David E. Faville, Acting Dean, Graduate School of Business  
Stanford University
- Mr. Samuel L. Fick, Chief, Bureau Trade and Industrial Education  
State Department of Education
- Mr. Marion A. Grosse, Director of Industrial Arts Education  
Fresno State College
- Mr. Glenn Hartranft, Associate Professor of Physical Education  
San Jose State College
- Dr. Everett D. Howe, Associate Professor of Engineering  
University of California, Berkeley
- Dr. J. Marc Jantzen, Dean of the School of Education  
College of the Pacific, Stockton
- Mr. Frank B. Lindsay, Assistant Superintendent  
State Department of Education
- Mrs. Evelyn Steel Little, Dean of Faculty  
Mills College
- Dr. Wm. G. Paden, City Superintendent of Schools  
Alameda, California
- Mr. Charles W. Patrick, Regional Supervisor, Trade and Industrial  
Education, State Department of Education
- Mr. John P. Peper, Special Supervisor, Peace Officers Training  
State Department of Education
- Dr. P. Victor Peterson, Dean of Professional Education  
San Jose State College
- Dr. Harvey E. White, Professor of Physics  
University of California, Berkeley

**Exhibit D-II****Committee to Visit Los Angeles City College**

Friday, April 18, 1947

- Dr. Attilio Bissiri, Mathematics-Science Department  
University of California at Los Angeles



- Dr. Wm. R. Blackler, Business Education  
State Department of Education
- Dr. Earl G. Blackstone, Professor of Education and Commerce  
University of Southern California, Los Angeles
- Dr. W. Henry Cooke, Professor of History  
Claremont Graduate School, Claremont
- Dr. Aubrey A. Douglass, Associate Superintendent  
State Department of Education
- Miss Ruth Feider, Director of the School of Nursing  
Hollywood Presbyterian Hospital, Los Angeles
- Dr. Garland Greever, Professor of English  
University of Southern California, Los Angeles
- Dr. Bruce M. Harrison, Professor of Biology  
University of Southern California, Los Angeles
- Mr. Willis M. Kenealy, Regional Supervisor, Business Education  
State Department of Education
- Mr. Frank B. Lindsay, Assistant Superintendent  
State Department of Education
- Dr. Frederick Charles Lindvall, Professor of Electrical and Mechanical  
Engineering, California Institute of Technology
- Dr. Lee W. Ralston, Director of Trade and Industrial Education  
Los Angeles County
- Dr. George W. Robbins, Business Administration  
University of California at Los Angeles
- Dr. Royal Wasson Sorenson, Professor of Electrical Engineering  
California Institute of Technology
- Dr. J. Graham Sullivan, Director of Adult and Vocational Education  
San Diego City Schools

#### Exhibit D-III

#### Curricular Offerings to Be Provided in the Junior and Senior Years of the Proposed Four-Year College at Sacramento, California

The curricular offerings of the proposed four-year college in Sacramento would include: (1) The present general education courses in the junior college leading to the degree of Associate in Arts; (2) The present liberal arts courses leading to specialized curricula in the upper division, which may or may not lead to the degree of Associate in Arts; and (3) Terminal vocational curricula leading to gainful employment in specific occupations and to the degree of Associate in Arts.

Likewise the offerings in the proposed four-year college shall be planned to provide: (1) Advanced liberal arts and general education courses which may or may not lead to the baccalaureate degree; (2) Specialized curricula required in specific professional fields leading to the baccalaureate degree and to graduate work; and (3) Specialized curricula required for certain occupations not necessarily leading to the baccalaureate degree but requiring three or four years of collegiate training.

The curricula in the third\* and fourth years of the proposed four-year college would include the following examples of general fields and specific offerings:

<i>Field</i>	<i>Specific Offerings</i>
Aeronautics -----	Aircraft Designing, Aeronautical Technology, Airport Operation and Management, Flight Engineering, Meteorology, Aircraft Lofting.
Art -----	Graphic Arts, Commercial Arts and Crafts.
Business Administration and Public Service-----	Marketing, Finance, Statistical Methods, Business Organization and Management, Accounting, Insurance, Public Administration, Personnel Management and Labor Relations, Real Estate and Property Management, Traffic Management, Advanced Secretarial Training.
Education -----	Curricula leading to the Elementary Credential and Industrial Arts and Vocational Credentials.
Electronics -----	Radio Technology and Principles and Applications of Electronics.
Engineering -----	Transportation Engineering, Traffic Engineering, Highway Engineering, Junior Engineering, Drafting and Lay-out Work, Estimating.
English -----	Literature, Journalism, Drama, Speech, Creative Writing, Radio Production.
Home Economics -----	Foods and Nutrition, Clothing, Textiles and Home Art, Child Development and Parent Education, Social Welfare, Homemaking.
Languages -----	Latin, Spanish, French, German.
Life Sciences -----	Bacteriology, Biochemistry, Zoology, Entomology, Botany, Parasitology, Natural Science, and Completion of Pre-Medical Curriculum.
Music -----	Choral and Instrumental Groups, History and Music Literature, Music Theory and Composition, Applied Music (Group Instruction).
Physical Education and Health -----	Physical Education, Intramural Activities and Games, Recreational Leadership, Corrective Work.
Physical Sciences -----	Geology, Chemistry, Physics, Mathematics.
Police Training -----	Federal Bureau of Investigation (F.B.I.) Curricula.
Social Sciences -----	History, Political Science, Economics, Philosophy, Psychology, Geography, Social Welfare, Law.

#### Exhibit D-IV

#### Proposed Upper Division Curriculums for September, 1947 Los Angeles City College

The Los Angeles City College is prepared to offer, as of September, 1947, the third year of a four-year degree program in the below listed courses. (Note: No additional equipment or investment will be needed to place most of these courses into the curriculum.)

1. Pre-professional
  - Four-year pre-medical
  - Third-year pre-osteopathy
2. Semi-professional
  - Four-year nursing
  - Four-year art
3. Business
  - Four-year accounting
  - Four-year banking and finance
  - Four-year business management
  - Four-year merchandising
4. Industry. (Equipment and laboratory space will be needed)
  - Third-year of mechanical engineering
  - Third-year of electrical engineering
  - Third-year of civil engineering

\* It is proposed that, beginning in September, 1947, the third year only shall be offered in the upper division, and that such year's work shall be provided to accommodate not more than 500 students. The actual third-year courses and curricula offered in 1947-48 shall be only those approved by the official appraisal committee.

## 5. Education

- Four-year men's recreational leadership
- Four-year men's physical education
- Four-year women's recreational leadership
- Four-year women's physical education
- Four-year elementary education

## 6. Cultural

Students with general education interests are not to be overlooked. Appropriate cultural courses will be offered. The emphasis in these courses will not be to earn a living, but rather to teach the art of living as good American citizens. Los Angeles, along with its industrial expansion, is fast becoming a leading cultural center. Intense interest is developing in the offering of courses in creative art, the fine arts, craft arts, music and written expression. Courses in sociology, history, civilization, literature, composition, and philosophy, paralleling these, will be developed to meet the non-vocational needs of students.

## Exhibit E-1

President Elliott stated that the board instructed the president at its meeting on Thursday, January 16th, to confer with the superintendent and Dr. Jacobsen, President of Los Angeles City College, concerning a four-year college program, and as a result of such conference, the board had before it a resolution with respect to the matter, which was in the hands of the Law and Rules Committee.

Mr. Larrabee, Chairman of the Law and Rules Committee, thereupon presented the following resolution prepared in accordance with instructions of the board at its last meeting, to wit:

## RESOLUTION OF INTENTION CONCERNING FOUR-YEAR BASIS AT CITY COLLEGE

WHEREAS, The 1946 enrollment at the Los Angeles City College has increased to approximately eight thousand students, about one-half of whom are veterans of World War II; and it is apparent that most of these veterans who desire and are eligible for a four-year college course will fail to attain this objective because of overcrowded conditions in the institutions of higher learning in the State of California; and

WHEREAS, The same overcrowded conditions are preventing the greater part of high school graduates enrolled at City College or otherwise desiring a four-year college course, from securing such education; and

WHEREAS, The metropolitan area of Los Angeles has become an industrial and commercial center of California, and a survey has indicated the need and demand for a specialized four-year college course to prepare students and employees for positions of an administrative and managerial character in industry, commerce and in other vocational fields; and it appears that the greater part of the veterans in this area, by reason of the delay in their educational program because of the war, desire and require such specialized courses of instruction in these fields; and

WHEREAS, It is urgent that such a four-year educational program be made available as soon as possible, and the use of the facilities and faculty at Los Angeles City College would make available such a four-year college course without the serious delay of building a college plant or organizing a complete new faculty; and

WHEREAS, It appears that the need for such a four-year college is permanent in its nature and will particularly serve the future needs of the Los Angeles metropolitan area in the manner above indicated; and

WHEREAS, In California public education of an advanced college grade is financed as a state function; now, therefore, be it

*Resolved*, That the Los Angeles City Board of Education affirms by this resolution the existence of a need for a four-year college program in this area which will serve special fields of industrial, commercial and vocational education on a permanent basis; be it further

*Resolved*, That it is urgent that the educational needs of a large number of veterans now enrolled in the Los Angeles City College for advanced instruction which the Federal Government makes possible under the GI Bill of Rights be immediately met; be it further

*Resolved*, That in recognition of this need, this board offers to this area, and to the State of California, the State Board of Education and the Legislature, its cooperation in making the facilities and faculty of Los Angeles City College and the facilities of this board available for such a four-year college program; under a plan of mutual cooperation between the State of California and this school district to be mutually satisfactory, and contemplating the financing of the upper two years with state funds, reimbursable to the extent provided by the GI Bill of Rights. This board offers to

assume the responsibility of direction and administration of such facilities, subject to cooperative assistance and counsel by the State; be it further

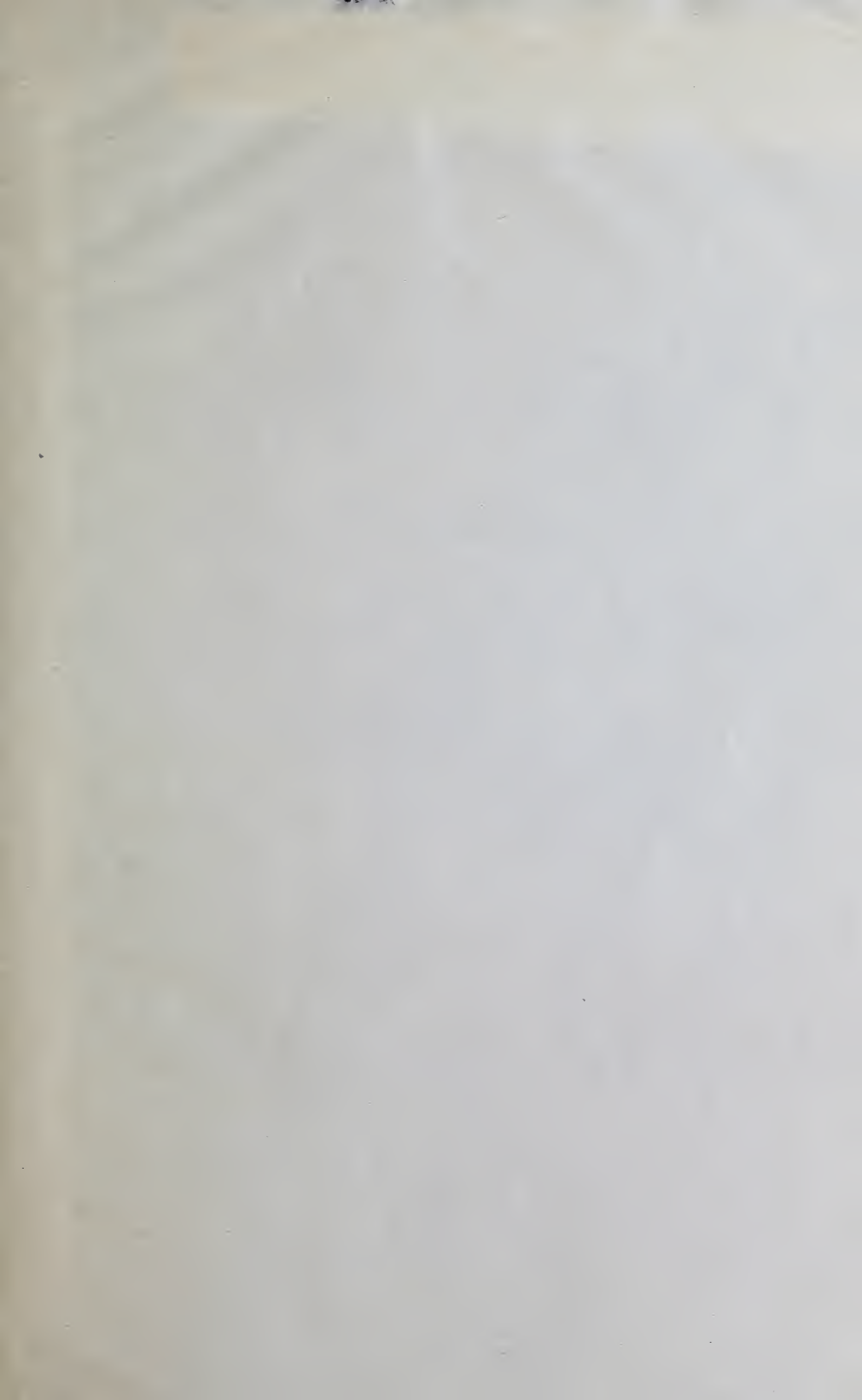
*Resolved*, That the Board of Education of the Los Angeles City Junior College District requests the California Legislature to enact legislation to authorize work above the junior college level in conjunction with Los Angeles City College and to provide state funds therefor.

Mr. Larrabee moved that the above resolution be adopted. Said motion was seconded by Mr. Becker, and on roll call was carried unanimously. Six ayes.

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